DOCUMENT RESUME

ED 141 775 CS 003 552

TITLE	A Survey of Reader Interest and Preference in Eight Iranian Villages.
INSTITUTION	International Inst. for Adult Literacy Methods, Teheran (Iran).
PUB DATE	77
NOTE	71p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Adult Literacy; Foreign Countries; *Reading Interests; *Reading Materials; Reading Material Selection; *Reading Research; *Rural Population; Socioeconomic Influences; *Surveys
IDENTIFIERS	*Iran

ABSTRACT

This study of the new adult reading public in eight Iranian villages attempts to evaluate the influence of socioeconomic factors on interest in reading and to identify the types of reading materials preferred by neoliterates and semiliterates. Thirty-seven percent of the adult population in the villages (489 persons) were literate; of these, 146 persons were interviewed for the study. Information-gathering techniques included interviews of subjects and observations of subjects' reactions to reading materials displayed for their inspection. Interviews revealed that 67% of the sample had some sort of reading material in their homes, that 32% read in their spare time, and that expenditures on reading materials were minimal. Books with a practical application to daily life were found to be the most popular selections; subjects' choices of reading materials were influenced by title, format, cover design, and familiarity of the material, as well as by content. Among the factors found to influence reading habits and preferences were accessibility of materials, exposure to life in provincial towns, and age, sex, and educational level of the subjects. (Author/GW)

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A survey of reader interest and preference in eight Iranian villages

Occasional Paper

International Institute for
Adult Literacy Methods
Institut international pour les methodes
d'alphabetisation des adultes
P. O. Box 1555, Teheran, Iran

iialm
tehran 1977

CS 003 552

ACKNOWLEDGEMENTS

This survey was planned and conducted by the Programme Unit of the International Institute for Adult Literacy Methods, Tehran, Iran. Appreciation is expressed to the following Iranian organizations for assistance in the conduct of the survey: Ministry of Education, the Statistical Centre of Iran, the Lorestan Integrated Development Project and officials in the provinces of Tehran and Lorestan.

Mrs. Jamileh Abhari of the IIALM's staff supervised the collection and analysis of the data and prepared the draft report of the survey. Mrs. Pamela Poureshagh and Mr. David Kahler revised the report for publication.

Special appreciation is expressed to Mr. Rasoul Aryanfar, an IIALM intern from the Ministry of Education, Tehran, for his part in the conduct of the survey. Appreciation is also expressed to the following: Miss Iran Ehteshami, Miss Seza Tamrazian, Mr. Jaffar Hematti and Mr. K.D. Sharma.

A SURVEY OF READER INTEREST AND
PREFERENCE IN EIGHT IRANIAN VILLAGES

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SUMMARY OF RESEARCH PROCEDURES AND MAJOR CONCLUSIONS

This is a study of the new adult reading public in eight Iranian villages. It attempts to evaluate the influence of socio-economic conditions on interest in reading and also to identify the types of reading materials preferred by neo- and semi-literates.

Five villages in the area surrounding Karaj, in the Central Province, and three in the Khorramshahr region, in the province of Lorestan, were selected for the survey. The main occupation of the economically-active group in six of the villages was agriculture and that of the other two was mining. The latter mentioned villages are not typical of Iran. One of the selection criterion was the establishment of a primary school in the village 10 or more years ago. In most villages such schools have been established during the last fifteen years. As the focus of the study was the reading habits of literate rural Iranians, the villages selected for the survey were those in which it seemed logical to assume that the number of literates would be relatively high.

The total population of the eight villages was 2,390 of which 1,299 (54%) were adults aged 15 and over; the population of individual villages varied from 150 - 400. Thirty-seven per cent of the adult population (489) were literate. The literacy rate was 54% among men and 18% among women.

Thirty per cent of the literate adults (146) were interviewed, of which 115 were men and 31 were women. Subjects were divided into four categories according to the type and level of education they had received: Koranic schooling, literacy training, 1-4 years of elementary schooling and 5-6 primary classes. Subjects belonging to the last of these four categories constituted the largest sub-division of the sample (48%).

Information-gathering techniques applied were interview, during which subjects expressed their opinions orally, and observation, when their reactions to specific reading materials displayed for their inspection were noted. A test was given to measure the literacy and numeracy skills.

No easy-to-read materials were available in the target communities, not even in Asara, the only village with a library and a book stall. Neither of the two easy-to-read newspapers specially prepared for semi-literates had reached the

villages surveyed and subjects were not familiar with them. Religious materials were widely available, but books on other topics of interest to new readers were obtainable only in Asara.

Although there were few opportunities in the villages for neo- and semi-literates to use their literacy skills, subjects expressed a high degree of interest in reading, which they regarded as a means of social promotion, and 67% of the sample had some sort of reading material in their homes.

Thirty-two per cent of the target group stated that they read in their free time. The frequency of reading varied greatly, from everyday to rarely, but most respondents indicated that the average duration of their reading was more than half an hour at a time. Most subjects normally read at home and evening was said to be the most convenient time for reading. Expenditure on reading materials was minimal and few subjects had ever borrowed or bought second-hand books.

When interviewed, all subjects stated that they preferred books to either newspapers or magazines, but the survey revealed that those who had lived in cities tended to read magazines and newspapers rather than books during periods of residence in town.

Accessibility of materials was found to be a variable affecting both degree of interest in reading and subjects' preferences as regards content. During the preliminary interview many subjects expressed interest in religious materials but a smaller number named a religious work as their first choice when they were given the opportunity to examine books on a variety of topics during the observation sessions.

Books with a practical application to daily life were found to be most popular. Most men indicated a preference for agricultural publicat ons, while the majority of the women selected books on sewing as their first choice. Other topics of interest were folklore, health, religion, technical information and humour.

In addition to content, title, format and cover design seemed to influence subjects' choices. Most subjects expressed a preference for large print, whatever their educational level. The majority experienced some difficulty in selecting the book they considered to have the most attractive illustrations and their final choice was very often determined by the cover illustration.

Familiarity was found to play an important part in guiding subjects' choices. Zan-e-Ruz, a well-known weekly magazine for women, was selected by some subjects,

including men, even before they had opened it; the name on the cover was enough. On the other hand, the two easy-to-read newspapers attracted only a minority.

Exposure to life in the capital or in provincial towns affected subjects' reading habits and preferences. Residents of villages in the proximity of urban centres who tended to travel to town more frequently also read more and spent more money on publications.

Age was another factor influencing reading habits and preferences. The young people read more and spent more money on reading materials than their elders. They also showed greater interest in folk tales and love stories, whereas the older people preferred religious materials.

Sex was found to affect preferences regarding content. Men displayed a wider range of interests than women, who were chiefly drawn to books about housekeeping and sewing.

Level of education was again a decisive factor as regards the reading habits and preferences of the sample. Subjects with a higher educational level read more, spent more money on reading materials and were interested in health, folk tales and humour, whereas those with less schooling were mainly interested in agriculture and religion.

The information obtained from the study suggests the importance of the role which follow-up materials can play in furthering educational skills developed in schools and adult education programmes.

I. INTRODUCTION

The number of neo- and semi-literate readers is rapidly increasing in the developing nations of the world. On the positive side, an emphasis on short-term non-formal educational programmes, in particular literacy courses, is responsible for initiating adults deprived of formal schooling into the skills of reading. On the negative side, the number of semi-literates is becoming ever greater on account of the very high drop-out rate in the lower primary grades, particularly in rural areas. New readers may be said to be at a crossroads. If provided with appropriate reading materials, encouragement and assistance, they may develop and consolidate their reading skills and habits. On the other hand, if they find little need for literacy in their everyday life, the skills they possess may deteriorate and they will relapse into illiteracy. The problem of relapse is particularly acute when, as is very often the case, reading skills are insufficiently developed to cope with the material prepared for the general reading public. The preparation of specially-designed easy-to-read materials is essential if the gap between classroom primers and generally-available reading material is to be bridged.

As part of its research programme, the International Institute for Adult Literacy Methods (IIALM), conducted a survey to determine the educational and socio-economic characteristics of literate rural Iranians, many of whom are "new readers". The study also sought to identify the reading habits and interests of this group, in the hope that such information would prove of use to the publishers of easy-to-read materials.

1. Objectives

The objectives of the study were:

a) to identify the socio-economic characteristics of a new reading public;

b) to identify the reading habits of a new reading public;

c) to study interest in reading in small rural communities and the material preferred by new readers in such communities;

d) to identify individual and community characteristics influencing interest in reading and reading habits.

2. Criteria

An attempt was made to select target groups whose socio-economic characteristics were typical of the majority of communities in Iran in which new readers are found. The criteria listed below were used to select the villages in which the survey was conducted:

a) size: 40-70 households;

b) location: at least 40 kms. by road from a town with a population of 10,000 or more;

c) literacy rate: one set of villages with a 50-60% adult literacy rate and another with a 20-30%, in order to compare the effect of the community's literacy rate on individuals' reading habits and interests;

d) occupation: participation of the majority of households in the principal economic activity of the village;

e) educational facilities: in addition to a school, non-formal education programmes should have been available in each village for more than a decade, to ensure the presence of literate adults with an elementary education. It was felt that the inhabitants of such villages would be favourably disposed towards schooling and the concept of education.

On the basis of the above criteria eight villages were selected for the study. Five of them were located along the Tehran-Chalus highway, to the northwest of Tehran, and their selection was facilitated by access to a 1972 survey conducted under the auspices of the Ministry of Agriculture and Natural Resources. The other three villages, located in the province of Lorestan, in the southwest of Iran, were proposed by the Centre for Endogenous Development Studies of the Imperial Organization for Social Services.

3. Methodology

Information-gathering techniques used in the field were interview and observation. New readers discussed their reading habits, interests and preferences during interviews and their reactions to specific materials were assessed during observation sessions.

The following tools were developed in order to collect the data necessary for the survey:

- a village questionnaire,
- a family profile sheet,
- a personal interest questionnaire,
- a literacy and numeracy measurement test,
- two observation sheets - one noting participants' reactions to reading materials, the other noting the choices made by participants and the reasons given for them.

Village Questionnaire - This comprehensive questionnaire sought information about socio-economic conditions in the villages, facilities for travel to the nearest town, the availability of printed materials and the existence and functions of social and service institutions. The head of each village (Kadkhoda) was interviewed for this questionnaire, of which a copy (in English) is included as Appendix A.I.

Family Profile Sheet - This sheet noted the number, education and occupation of the adult members (aged 15 and over) of each family. Information was obtained by interviewing the head of the household, his wife or an older person in the family (see Appendix A.2.).

Personal Interest Questionnaire - This form included specific questions related to the education, occupation, interest in reading and preferences of all individuals in the sample, which represented 1/3 of all the semi- and neo-literates in the villages (see Appendix A.3.).

Literacy and Numeracy Measurement Test - This test was developed to measure the reading, writing, and numeracy skills of the target group. In the first part, candidates were asked to write the names of various objects and activities pictured. The second part, designed to test reading comprehension, comprised a paragraph and related questions. The third section consisted of simple addition and subtraction exercises (see Appendix A.4.).

Observation Sheets - a) One sheet was designed to record the reactions of each participant to various reading materials placed on display and the way in which he approached and examined them (see Appendix A.5a.). The need for this sheet became apparent during the pilot study.

b) The other sheet contained questions eliciting the opinions and preferences of the target group when exposed to specific reading materials (see Appendix A.5b.).

4. Pilot Study

Methodology, survey tools and procedures were tested in a pilot study conducted in the village of Avizar, 45 kms. north of the town of Karaj, with forty households and a population of 250. As a result of this pilot study, the following alterations and additions were made to the original survey tools.

Family Profile Sheet - The original sheet provided for two different categories of subjects who had received a Koranic education (see page); those who could read and write Persian and those who could not. During the pilot study it was found that some of these subjects could read but not write and, consequently, three categories were designated on the revised form: those who could neither read nor write Persian, those who could read but not write and those who could both read and write.

Personal Interest Questionnaire - Questions on experience of various kinds

of work were added to the section on Occupation because the observation sessions revealed that most villagers had two or three different jobs in order to supplement their income and earn a living throughout the year.

Three questions on travel, reading while away from home and ways of obtaining different types of reading materials were added to the section on Mobility. During the pilot study it was felt that exposure to urban life had affected the reading habits and interests of those interviewed.

A question on the source of interest in reading was added to the section on Personal Interests, since those interviewed during the pilot study mentioned the importance of the person who had encouraged them to read.

Observation Sheets - An additional sheet was designed to record the reaction of participants during the observation sessions, as noted in Page 3.

5. Field Survey

Development of Survey Objectives and Tools - The research staff of the I.I.A.L.M. defined the objectives of the survey and the criteria for village selection and developed the necessary tools. Objectives and criteria were discussed with literacy organizations and educational personnel in Iran and elsewhere. Their comments and suggestions were taken into consideration in the final design of the survey.

Selection of Reading Materials for Use in the Survey - Easy-to-read materials published by the following Iranian organizations were carefully studied for possible use in the observation sessions:

A. The National Committee for World Literacy Programme.
B. The Women's Organization of Iran (Saveh Functional Literacy Project).
C. The Ministry of Education (Functional Literacy Programme).
D. The Centre for the Intellectual Development of Children and Young Adults.
E. The Ministry of Health, Health Corps Department.
F. The Ministry of Co-operatives and Rural Affairs.
G. The Ministry of Labour, Industrial Development Fund.
H. Amir Kabir Publications.

Fifty of the books, brochures and pamphlets studied were selected for display (see Appendix B) and arranged according to content. Topics included cooking and sewing, folklore, technical information, Iran, health and hygiene, family

planning, photo-novels, animal husbandry, religion, agriculture and urban living. Easy-to-read magazines and newspapers and a few popular weekly magazines and newspapers were added to the collection, and extra copies of each issue were taken to the villages for distribution to interested participants.

Interview. - Upon arrival in the village, four interviewers met with the Kadkohda and the members of the Village Council to explain the purpose of the study. Once the Village Questionnaire had been completed, the Kadkhoda was asked to supply the names of all households in the village. The village was then divided into four areas and each interviewer completed a Family Profile Sheet for every household in his own area. Four youths from the village helped the interviewers to locate the houses and introduced them on behalf of the Kadkhoda.

Family Profile Sheets were classified according to the geographical location of the respective households. By means of quota sampling, one-third of the semi- and neo-literates (those with Koranic schooling, literacy training or elementary education) were selected for interview. A Personal Interest Questionnaire was then completed for each subject by the interviewer who had previously filled in the Family Profile Sheet in his or her home.

It was originally planned to give a literacy test after the observation session, but the pilot study and the survey conducted in the first village, Leylestan, revealed that many of those interviewed, although claiming to be literate, had in reality lapsed into illiteracy and could not participate in the observation session. It was therefore decided to administer the literacy test prior to completion of the Personal Interest Questionnaire in all remaining villages.

Observation - After completing the literacy and numeracy tests, participants were invited to attend an observation session held in a classroom of the village school. Reading materials were arranged by subject on benches around the room and a sign was placed above each section to indicate its content.

Certain additions were made to the categories originally selected. The two sections found to be most popular with men and women respectively were placed in a separate part of the classroom, along with copies of two newspapers prepared specially for new literates. Ruz-e-Now* and Zan-e-Dana** were placed beside the

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* Published by the National Committee for World Literacy Programme.

** Published by the Women's Organization of Iran, Functional Literacy Programme.

publications chosen by the women who had participated in the pilot study and a copy of Ruz-e-Now was added to those that had most appealed to the men.

Following the observation sessions conducted during the pilot study and in the village of Leylestan, a further procedural change was made in the design of the survey. Participants originally entered the observation rooms in groups of four; this caused some confusion, since they influenced one another's choices and classrooms were too small to accommodate both them and the interviewers. Accordingly, later participants were directed to enter the classroom one at a time.

The interviewer asked them to examine all the materials and decide which ones they preferred. They were also requested to name the publication that interested them most. Their actions and choices were noted on an Observation Sheet (see Appendix A.5a). No time limit was set and most participants spent 15 to 20 minutes looking at the materials.

After making their choices, participants were questioned about their reading preferences and interests and asked for their views on content, cover design, illustration, size of print and format.

At the end of the interview, each participant was asked to study the publications that had been set aside and the one he liked best was then presented to him as a gift.

II. COMMUNITY VARIABLES (SOCIO-ECONOMIC CONDITIONS IN THE VILLAGES)

1. Location

The villages selected for the study were: Asara, Azadbar, Gajereh, Hameja and Leylestan, in the Shahrestan* of Karaj, in the Central Province of Iran, and Alam Abad, Chahar Takhte and Sarab-e-Said Ali in the Shahrestan of Khorramabad, in the Province of Lorestan (see map on page 8).

The five villages in the Central Province are situated between 40 and 90 kms. from Karaj, 40 kms. north-west of Tehran, and lie close to or on the Chalus Road, a major highway connecting Tehran and the summer resort of Chalus on the Caspian coast. The highway passes through Asara, which has developed into a major

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* Shahrestan: sub-region

stopping-place for travellers; two restaurants, a book stall and several shops give an urban appearance to this otherwise small village. Gajereh, 72 kms. north of Karaj, is 3 kms. from the Chalus Road on the way to ski resort of Dizine. The other three villages (Azadbar, Leylestan and Hameja) are farther from the main highway (see Table 1).

The villages in the Province of Lorestan are located at a distance of 45-52 kms. from the town of Khorramabad. Alam Abad, 52 kms. from Khorramabad, is 2 kms. from a dirt road connecting Alashtar, the nearest small town, to Kermanshah, the provincial capital. Chahar Takhte, also 52 kms. from Khorramabad, is 3 kms. from the dirt road which connects Khorramabad to Alashtar (see map on page 8).

Table 1

Location of the Villages

Village	Shahrestan Regional Centre	Distance from Regional Centre in kms.	Distance from Asphalt Road in kms.
Asara	Karaj	40	0
Azadbar	"	89	9
Gajereh	"	72	3
Hameja	"	50	40
Leylestan	"	42	9
			Distance from Main All-Weather Road in kms.
Alam Abad	Khorramabad	52	2
Chahar Takhte	"	52	3
Sarab-e-Said Ali	"	45	0

It was originally planned to study two sets of villages: four with an adult literacy rate of 50-60% and four with a rate of 20-30%. Three of the villages in the Shahrestan of Karaj and one village in the Shahrestan of Khorramabad were placed in the first category and the remainder, two from Karaj, and two from Khorramabad, in the second.

After studying the data obtained from the questionnaires used in the field survey, however, it was found that one of the Khorramabad villages included in the first category actually had a much lower literacy rate. The final distribution of villages according to adult literacy rate is shown in Table 2, on the following page.

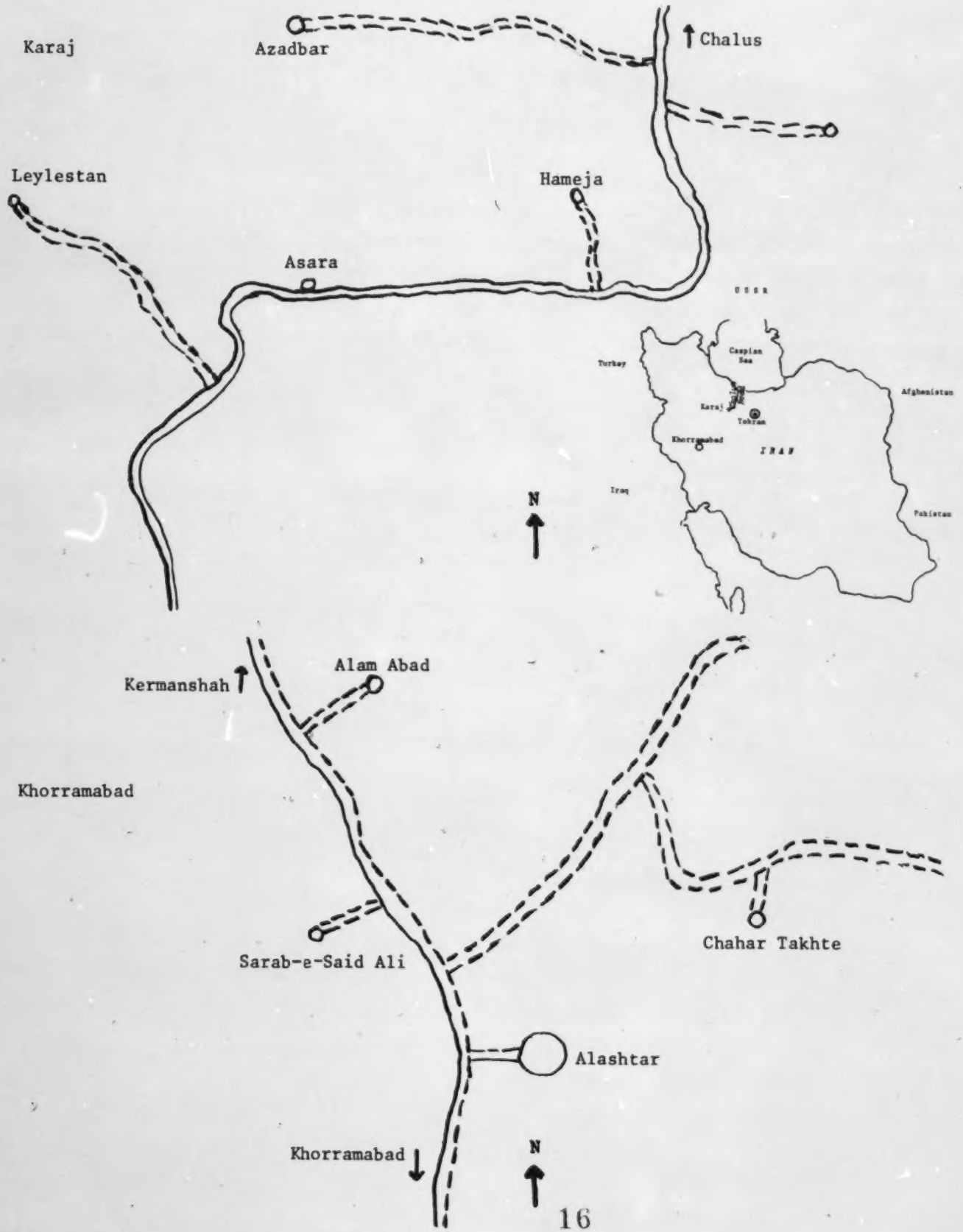

Karaj
Azadbar
Chalus
Leylestan
Hameja
Asara
U S S R
Caspian Sea
Turkey
Karaj
Tehran
Khorramabad
I R A N
Afghanistan
Iraq
Pakistan
N
Kermanshah
Alam Abad
Khorramabad
Sarab-e-Said Ali
Chahar Takhte
Alashtar
Khorramabad
N

Table 2

Distribution of Villages by Literacy Rate

Shahrestan	Category I (50 - 60% adult literacy rate)	Category II (20 - 30% adult literacy rate)	Total
Karadj	3	2	5
Khorramabad	-	3	3
Total	3	5	8

2. Population and Number of Households

The number of households in the villages varied from 35 in Gajereh (population 150) to 69 in Alam Abad (population 400). The adult population (15 years and over) formed 54% of the total population of the villages surveyed. This percentage conforms to national statistics*. Table 3 below shows the number of households, adult population and total population in each village.

Table 3

Number of Households, Adult Population and Total Population

Village	Asara	Azad-bar	Gajereh	Hameja	Leylestan	Alam Abad	Chahar Takhte	Sarab-e Said Ali	Total
No. of Households	63	47	35	50	47	69	63	46	420
Total population	330	300	150	350	240	400	350	270	2,390
Adult population	188	200	103	183	123	200	190	128	1,315

The only exception to the national adult population norm within the above group of villages was found to be Gajereh.

* 1973 Selected Statistics. Published by Centre of Statistics, Plan and Budget Organization of Iran, 1974, p. 9.

Of the adult population in the villages 54% were men and 46% women. The following Table shows the distribution of the total adult population by age and sex.

Table 4

Adult Population by Age and Sex

Age Group	Male	Female	Total Population
15 - 19	154	116	270
20 - 29	147	150	297
30 - 39	119	125	244
40 - 49	115	92	207
50 and over	174	107	281
Total	709	590	1,299

3. Language

The Karaj villagers understand and speak Persian, although many speak a Mazandaran dialect. The dialect spoken in the three villages in Khorramabad is Laki, and not all the residents can speak or understand Persian.

4. Education and Literacy

Education - Elementary schools had existed in most of the villages for more than a decade and present educational facilities are described below (see also Table on page 11.

a. The Maktab - Before the establishment of formal elementary education, a Koranic school, the "Maktab", was found in most Iranian villages. Maktabs once existed in all of the target villages, with the exception of Sarab-e-Said Ali, but have now disappeared.

The main purpose of these schools was to teach the Koran, but Persian literature was also taught in some of them after the primary stage. Not all adults taught in Maktabs are able to read and write Persian: out of 489 adult literates and semi-literates in the villages, 105 (21%) had been educated in Maktabs and could read and write Persian, while 32 could read but not write Persian.

b. Adult Literacy Classes - Literacy classes are not held in the

villages all through the year and, since this study was conducted in summer, were in progress only in the village of Asara. There had been literacy classes at one time or another in Azadbar, Gajereh, Hameja, Alam Abad and Chahar Takhte. In Leylestan and Sarab-e-Said Ali some people had attended literacy classes held in other villages or towns. Fifty-four adults (11% of the literate adult population) had acquired reading and writing skills in literacy classes.

c. Primary Education - In all of the target villages, with the exception of Gajereh, primary school classes are taught by Literacy Corps teachers, high school graduates who have elected to do their National Service as school teachers. Two hundred and twenty adults (45% of the literate adult population) had received a primary education. The majority of literates (34.35%) had completed 5-6 primary classes.

d. Secondary Education - A secondary school exists only in Asara. This is a guidance cycle school (equivalent to Grades 6-8) established in 1352 (1973). Secondary school graduates were found in every village, but all had received their education elsewhere.

e. Vocational and Higher Education - Only five adults (1% of the literate adult population) had received specialized vocational training or higher education outside their own villages, and returned to live with their families. All were below age 30 and lived in the Shahrestan of Karaj.

The following Table shows the year in which Primary schools were established and other past and present educational facilities:

Table 5

Educational Facilities

Village	Year Primary School Established	Maktab	Literacy Classes	Guidance Cycle School	Percentage of Literate Adults
Asara	1336	X	X	X	55
Azadbar	1342	X	X	-	52
Gajereh	1329	X	X	-	58
Hameja	1340	X	X	-	32
Leylestan	1340	X	-	-	29
Alam Abad	1343	X	X	-	28
Chahar Takhte	1340	X	X	-	20
Sarab-e-Said Ali	1345	-	-	-	19

Literacy - Out of the total population aged 15 years and older in the 8 villages, 489 (37.4%) were literate; 77.7% of this number were men and 22.3% women. Fifty-four per cent of all men and 18% of all women were literate. The following Table shows the literacy rate among men and women:

Table 6

Rate of Literacy by Sex

Literacy Rate	MEN abs.	%	WOMEN abs.	%	TOTAL abs.	%
Literate	380	54	109	18	489	100
Illiterate	329	46	481	82	810	100
Total	709	100	590	100	1,299	

LITERACY IN THE VILLAGES

The adult literacy rate was highest in the village of Gajereh (58%), and lowest in Sarab-e-Said Ali (19%). Rates in other villages were: Asara 55%, Azadbar 52%, Hameja 32%, Leylestan 29%, Alam Abad 28% and Chahar Takhte 20%. On the whole, the villages in the Shahrestan of Karaj had a higher literacy rate. The number of years that have elapsed since the establishment of a primary school seems to have affected the rate of literacy among adults: Gajereh, with the oldest school, has the highest rate and Sarab-e-Said Ali, with the most recent school, the lowest.

The literacy rate is higher among younger people. Seventy-two per cent of the lowest age group (15-19) were literate. The literacy rates for other age groups were: 20-29 years of age, 46%; 30-39 years of age, 27%; 40-49 years of age, 25%; 50 years of age and older, 13%.

5. Economic Activity

Agriculture is the principal occupation and source of income in all the communities except Gajereh and Leylestan, which are mining villages. Livestock breeding is still common in villages in the Shahrestan of Khorramabad. In the Shahrestan of Karaj, however, grazing and livestock breeding have recently been discouraged by the Government, on account of overgrazing and subsequent erosion problems within the catchment area of a large dam, and as a result villagers are turning to the tourist industry, which is becoming increasingly important in the area.

The main agricultural products in the Shahrestan of Karaj are apples and flowers (gladioli). Wheat, barley and other cereals are the principal crops in the Shahrestan of Khorramabad.

Housekeeping remains the primary occupation of all women in the sample, and their responsibilities include bread baking and milking. Women in the Shahrestan of Khorramabad weave carpets and baskets in addition to keeping house and tending livestock.

In Gajereh, the mine has absorbed most of the male labour force, while several men and women work in the hotels and restaurants of a nearby ski resort. In Leylestan, where traces of barite (barium sulphate) were discovered ten years ago, the two mines employ the majority of active males in the village. Both of these mines work two shifts, morning and afternoon, and the miners are therefore able to participate in agricultural activities as well.

6. Social Institutions

The villages in the Shahrestan of Karaj are more urbanized than those in the Shahrestan of Khorramabad. This may be due in part to their proximity to a main road and to the capital, Tehran.

A Village Council exists in each village. Village Co-operatives have been set up in Gajereh and Chahar Takhte. Asara is the only village with a library and a book stall. Three of the villages, Asara, Gajereh and Chahar Takhte, have a clinic.

III. TARGET GROUP

1. Size and Composition

Thirty per cent (146 out of total of 498) of the literate adults in the villages were interviewed for this study. The following Table shows the composition of the target group according to age and sex.

Table 7

Target Group by Age and Sex

Age Group	Male	Female	%
15 - 19	31	22	53
20 - 24	19	5	24
25 - 29	6	2	8
30 - 34	18		18
35 - 39	13		13
40 - 44	12	1	13
45 - 49	8		8
50 - 54	8	1	9
Total	115	31	146

The number of literate men in the sample was approximately four times greater than the number of literate women (115 men, 31 women). The ratio of literate men and women in the total adult population was about the same (380 men, 109 women).

Table 8

Number and Percentage of the
Total Adult Population Interviewed

Sex	Number of Literate Adults	Number Interviewed	% of Total Interviewed
Men	380	115	30
Women	109	31	28
Total	489	146	30

The number of new readers selected for interview in each village was as follows:

Table 9

Reader Selection per Village

Village	Number Selected for interview
Asara	16
Azadbar	25
Gajereh	21
Hameja	18
Leylestan	18
Alam Abad	20
Chahar Takhte	15
Sarab-e-Said Ali	13
Total	146

2. Mobility

Of those interviewed, 40 (27%) were born outside the villages in which they were living at the time of the survey. No subjects in Gajereh had been born in that village. On the other hand, all but one of the sample in Azadbar had been born there.

Eighty subjects (55%) had left their place of birth only for short excursions. The other 66 had resided in various other places as shown in the Table on the following page.

Table 10

Past Places of Residence of Target Population

Place	No.	%
Other villages	22	33.3
Small towns	23	35.0
District Capital	7	10.6
Tehran	14	21.1
Total	66	100.0

Family reasons (58%) and work (32%) were the explanations most frequently given for change of domicile. The majority of the mobile population had spent more than ten years away from their villages.

Table 11

Duration of Absence from Village

Duration	No.	%
Less than one year	2	3.0
1 - 2 years	18	27.0
3 - 4 years	9	14.0
5 - 10 years	15	23.0
More than 10 years	22	33.0
Total	66	100.0

Many subjects had visited large towns and cities (95 adults - 65% of the target group). Residents of Asara travelled more than those of other villages, and only 2 out of 16 adults had never left that village; Asara's location on the main road between Tehran and Chalus has clearly facilitated travel. Residents of Azadbar, 9 km. away from the main road, tended to stay in their own village; almost half (10 out of 25) had spent only short periods in other places and 60% (15 out of 25) had never lived elsewhere.

More men (17%) had travelled than women (40%). Travel to towns was studied in relation to subjects' age and level of education but no significant correlation was found.

3. Education

Level of Education - The target group was selected from those members of the literate adult population who had finished one term of literacy class, or had attended a Maktab and could read and write Persian or had gone to elementary school.

The target group can be classified as follows according to the type of education received:

Table 12

Educational Range of Target Group

Type	No.	%
Koranic	23	16.0
Literacy	21	14.0
Elementary 1 - 4	32	22.0
Elementary 5 - 6	70	48.0
Total	146	100.0

In some parts of this study subjects are divided into two categories for purpose of comparison: those with less than five years of elementary education, who are referred to as semi-literates and those with 5-6 years of elementary education, referred to as literate.

As shown above, the majority had received 5-6 years of elementary education (48%), followed by those with 1-4 years of elementary education (22%); 16% of the group had attended a Maktab and 14% had attended literacy classes.

A comparison was made between educational background and performance in the test. Seventy-eight per cent of those taught in Maktabs scored high in the test, in comparison with 52% of those who had completed one or two terms of literacy classes and 65% of those with 1-4 years of elementary education. These findings are illustrated by the Table on the following page.

Nineteen per cent of those with literacy training (4 out of 21), and 18% of those with 1-4 years of elementary education (6 out of 32) had relapsed almost completely into illiteracy. The percentage of relapse into illiteracy was 4% for those taught in Maktabs and 2.8% for those with 5-6 years of elementary education.

Table 13

Type of Education in Relation to Literacy and Numeracy Test Results

Test Score \ Type of Education	Koranic (Maktab)	Literacy Classes	Elementary		Total
			1 - 4	5 - 6	
High	8 10	8 3	16 6	49 16	81 34
Average	4	5 1	2 3	3	14 4
Low	1	4	3 3	2	3 10
Total	23	21	32	90	146

The result of the literacy and numeracy tests are shown in Table 14.

Table 14

Literacy and Numeracy Test Analysis

	Scores	No.	%
Writing	Good	118	81
	Average	19	13
	Weak	9	6
Reading Comprehension	Good	102	70
	Average	23	16
	Weak	21	14
Arithmetic	Good	115	79
	Average	15	10
	Weak	16	11

The sample did best in writing, with 81% scoring high and 6% scoring low, and least well in reading comprehension, with 70% scoring high and 14% low.

Age on Commencing Studies - Most of the adults interviewed (75%) started school between 6 and 10 years of age, particularly if they had attended a primary school or Maktab. Most literacy class participants began their studies when they were over 10 years of age.

The following Table shows the relationship between age on commencing studies and type of education received:

Table 15

Age on Commencing Studies in Relation to Type of Education

Age on Commencing Studies	Type of Education			Total	
	Koranic	Literacy	Elementary	No.	%
6 - 10	20	2	87	109	75.0
11 - 19	8	9	8	25	17.0
20 - 29	1	6		7	5.0
30 - 39		2		2	1.0
40 and over		3		3	2.0
Total	29	22	95	146	100.0

Reasons for Discontinuing Studies - Seventy adults in the sample had completed 5-6 years of primary school; the rest (76) had been unable to continue their studies for a variety of reasons. The reason most frequently given, regardless of educational background, was the lack of further opportunities due, for example, to the closure of schools or the departure of teachers. Economic reasons were cited principally by those with an elementary education. The following Table shows the specific reasons for discontinuing schooling in relation to the type of education received.

Table 16

Educational Background and Reasons for Discontinuing Studies

Reasons	Type of Education			Total	%
	Elementary	Literacy	Koranic		
Economic	10	4	4	18	24.0
Health	1	2		3	4.0
Family	6	3	5	14	18.0
Lack of Facilities	9	10	11	30	39.5
Failure to Graduate	3	1		4	5.5
Other, e.g. Change of Domicile, Age	2	4	1	7	9.0

4. Occupation

The men in the sample, in common with the rest of the economically-active population in the villages, were primarily engaged in agriculture (67%). Sixteen per cent were employed in mining and about 12% in Government and private service. Those working in the mines as clerical staff or labourers constituted 93% of the labour force in Gajereh and 35% in Leylestan.

In Asara, most of the men in the sample were engaged in the provision of public and private services. Agriculture was the predominant activity in the Lorestan villages, involving 92% of the economically-active men.

The women in the sample were mainly housewives. Two women in the Karaj villages produced handicraft items and two in the Khorramabad area were employed by Government extension services.

The Table below indicates the main occupations of the target group:

Table 17

Main Occupations of the Target Group

Occupation \ Sex	Men		Women	
	No.	%	No.	%
Agriculture	78	67.0		
Animal Husbandry	2	1.7		
Mining: Clerical Staff	6	5.0		
Labourers	13	11.0		
Services: Government	5	5.0	2	10.0
Private	9	7.7		
Labouring	2	1.7		
Housekeeping			27	90.0
Handicrafts			2	10.0
Total	115		31	

Since farming is not a winter activity, most agricultural workers have a second job. Of the 115 men in the sample, 82 (70%) had experience of other jobs. Second jobs mentioned included construction work, carpentry, mechanics, driving and hotel or restaurant work. Men sometimes acquired new skills by working in nearby towns and cities for 3 to 4 months during the winter.

Among those primarily engaged in agriculture, 33% had received 5-6 years

of elementary education and 25.6% less than five years. The following Table shows the classification of agricultural workers according to their educational level.

Table 18

Educational Level of Agricultural Workers

Type of Education	No.	%
Koranic	18	24.0
Literacy	14	18.0
Elementary 1 - 4	20	25.0
Elementary 5 - 6	26	33.0
Total	78	100.0

All Government-employed staff in the mines had received 5-6 years of elementary education. The majority of literate miners had attended literacy classes. The following Table shows the relationship between educational level and occupation.

Table 19

Educational Level in Relation to Occupation

Occupation	Type of Education				Total
	Koranic	Literacy	Elementary 1 - 4	Elementary 5 - 6	
Agriculture	18	14	10	26	78
Animal Husbandry			1	1	2
Mining: Govt. Staff				6	6
Labourers	1	5	4	3	13
Service: Govt.	1	1	1	3	6
Private	2		1	6	9
Labouring	1			1	2
Housekeeping		1	5	21	27
Handicrafts				2	2
None				1	1
Total	23	21	32	70	146

Of the 33 adults in the sample (22%) who were dissatisfied with their

jobs, 55% (18) were farmers from the Khorramabad villages. Most of the target group expressed a desire for a different form of employment. Thirty per cent of the sample wished to be teachers, 20% were interested in the Civil Service, 12% in engineering and 9% in mechanics. Only 7 subjects (5%) wanted to be farmers and none in the Khorramabad area expressed a preference for farming. Most farmers (64%) would have prefered to be teachers or civil servants. The majority of miners wanted to become mechanics, engineers or drivers. Only three women were content to remain housewives; others wanted to become teachers or seamstresses. Table 20 shows the types of employment favoured by those interviewed.

Table 20

Type of Employment Preferred to Present Occupation

Present Occupation	Agri-culture	House-keeping	Tailoring	Business	Mechanics	Driving	Civil Service	Teach-ing	Engi-neering	Medicine	Others	Total
Agriculture	6			1	6		22	26	9	4	4	78
Animal Husbandry								1	1			2
Mining: Govt. Staff					1	1	1		2		1	6
Labourers				1	5	1	1	2	2		1	13
Service: Govt.						1	2	1		2		6
Private				2			2	1	2		2	9
Labouring	1				1							2
Housekeeping		3	9				1	13			3	29
Handicrafts								1		1		2
None									1			1
Total G.	7	3	9	4	13	3	29	45	17	7	11	148
I.	7	3	9	3	11	3	13	27	14	2	7	100
II.	-	-	-	1	2	-	16	18	3	5	4	48

When asked which careers they considered best for their children, subjects expressed ambitions similar to those they had expressed for themselves. The occupations considered most desirable for their children were medicine (31%), teaching (26%), engineering (25%), the Civil Service (14%) and farming (2%).

Age on Starting Work - Most of the target group had started work after the age of 15 (43%). Fifty adults (34%) had started between 10 and 14 years of age and 21% when they were under 10.

Table 21

Age on Entry into Labour Force

Age	No.	%
Under 10	31	21.5
10 - 14	50	34.0
15 and over	63	43.0
Did not remember	2	1.5
Total	146	100.0

Of 109 subjects who had started school between the ages of 7 and 10, only 25% began to work before they were ten years old; 33% started work when they were 10-14 and 39% when they were 15 or over. The following Table shows the age at which subjects entered the labour force in relation to their age on commencing their education:

Table 22

Age on Entry into Labour Force in Relation to Age on Commencing Studies

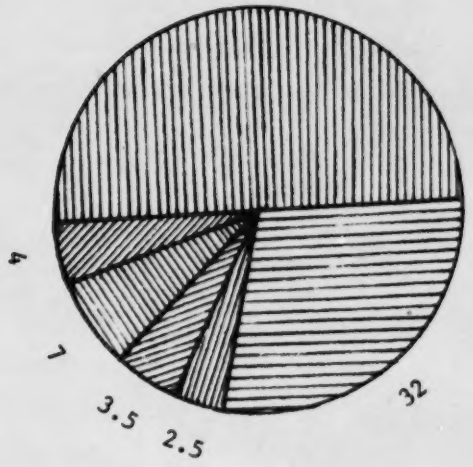
Age on starting work	Age on commencing studies					Total
	6 - 10	11 - 19	20 - 29	30 - 39	40 & over	
Under 10	28	3				31
10 - 14	36	8	3	2	1	50
15 and over	43	13	5		2	63
Not known	2					2
Total	109	24	8	2	3	146

IV. READING HABITS

1. Role of Reading

As is the case in many other developing nations, few rural dwellers in Iran are habitual readers. Nevertheless, in the small communities where this survey was conducted, new readers expressed great interest in reading and reading materials. With only four exceptions, subjects believed in the value of reading and 63% had read something during the month preceding the survey. Almost one-third of the sample (32%) read during their leisure time. Other recreational activities mentioned were resting and conversation (52%), praying and making pilgrimages (7%), handicrafts (4%), walking and sports (3%), as shown in the following diagram:

52



Both sexes listed resting and conversation as their favourite pastimes (38% of the men and 42% of the women), with reading as their second choice (31% of the men and 31% of the women).

Reading was second in popularity with all age groups, regardless of educational level. The following Table shows the leisure-time activities of the sample in relation to age.

Table 23

Leisure Time Activities in Relation to Age

Activities	Age Group								Total
	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50+	
Resting & Conversation	47	23	11	25	15	16	9	8	154
Walking and Sport	5	1	2		1	1			10
Reading	34	18	5	13	11	7	1	4	93
Praying & Pilgrimage	2	2		7	1	3	2	3	20
Handicrafts	8	3	1						12
Listening to radio	4			1				1	6
Others	3					2	2		7
Total	103	47	19	46	28	29	14	16	302

In these small communities there are few opportunities for literates and semi-literates to use their reading and writing skills. Only twelve per cent of the sample had ever been to a library and most of them lived in Asara where a library exists. None of the other villages had a library or book stall and some of the publications specially prepared for semi-literates in rural areas had not yet reached them. Only 12.5% of the sample had occupations that demanded reading ability. Forty-six per cent stated that their work never involved reading and the remainder indicated that their jobs required only occasional use of literacy skills. The following Table shows the amount of reading demanded by subjects' jobs.

Table 24

Occupational Demand for Reading among Target Group

Need for Reading at Work	No.	%
Never	68	46.5
Always	18	12.5
Occasionally	60	41.0
Total	146	100.0

Subjects whose jobs involved reading were, for example, the administrative officer in a mining company and Government clerks. The Table below shows the literacy skills required in various jobs.

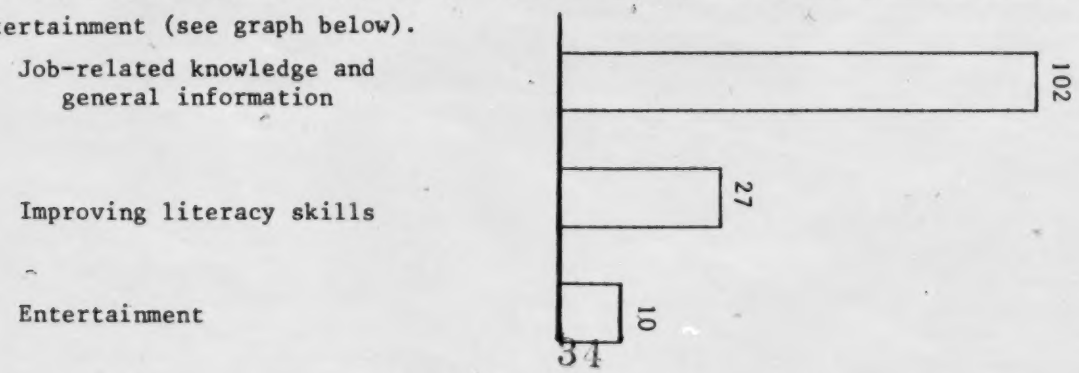
Table 25

Use of Literacy Skills in Relation to Occupation

Occupation \ Frequency & Purpose	Never	Always	Occasionally					Total
		Office Work	Pattern Cutting	Measure-ment	Taking Notes	Getting Inform.	Others	
Agriculture	41	4		6	10	16	4	81
Animal Husbandry	1			1				2
Mining: Govt. Staff	1	4				1		6
Labourers	8	3				1	1	13
Service: Govt.		6						6
Private	3	1		3	1		1	9
Labouring	2							2
House-keeping	11		10			5		26
Handicrafts			2				1	3
None	1							1
Total	68	18	12	10	11	23	7	149

The majority of the women in the sample occasionally used their literacy skills in order to cut clothing patterns. Farmers needed to be able to read in order to understand instructions written on insecticides or fertilizers.

During the preliminary interview, sixty-eight per cent of the sample stated that their interest in reading sprang from a desire for general information or knowledge related to their work. Eighteen per cent considered reading to be a means of improving their literacy skills, while only 6% were interested in reading for entertainment (see graph below).



At a later stage, when subjects were asked why they read, 76% said they read in order to learn about their work and the outside world, 20% said they read for entertainment and 4% said they did not know. During the observation sessions, participants' reasons for selecting their favourite book were found to correspond with the reasons they had given for being interested in reading (see Section on Interest in Reading and Preference, page 33).

The majority of the women selected books on cooking and sewing, while most men chose books on agriculture and mechanics (see Table on page 48). Factors governing the choice of book are shown in the Table below.

Table 26

Reasons for Selecting Books

Reasons	No.	%
Relation to work, daily life and general knowledge	83	57.0
Entertainment	34	23.5
Promotion of literacy skills	9	6.1
Religious interest	12	8.1
Iran-related information	6	4.0
Others	2	1.3

According to the responses of the target group, reading, by increasing knowledge about work and other matters, is a potential aid to social advancement and mobility.

Older members of the communities usually encouraged the younger ones to read. Sixty-two per cent of the adults in the sample had been encouraged to read by one or more members of their family or immediate social group, normally their parents. Sources of encouragement mentioned less frequently were urban religious leaders, radio and television. Indicated sources of encouragement are shown in Table 27 below:

Table 27

Source of Encouragement for Reading

Source	No.	%
Parents	90	56.25
Teachers	36	22.50
Friends	28	17.50
Others	6	3.75
Total	160	100.00

2. Possession of Reading Materials

Reading materials have found their way into the majority of households in most of the villages. About 67% of the sample had some sort of reading material at home. Twenty-two homes (15%) possessed no material at all and in 26 others (17%) there were only children's school books.

Books were found to outnumber magazines and newspapers. The Table below shows the type of material available in the households visited:

Table 28

Materials available in Households Surveyed

Type of Material	Number of Households	%
Books: - including textbooks	109	75.0
- excluding textbooks	76	52.0
Magazines	69	47.0
Newspapers	51	35.0

3. Frequency and Amount of Reading

Despite the paucity of printed materials available in the villages, 25% of the sample said that they read every day, mainly newspapers and magazines. Eleven per cent indicated that they read every other day, 34% that they seldom read and 13% that they never read.

The length of time devoted to reading varied. Most readers said that they read for more than half an hour at a time; 81% of those who read every day (30 subjects) and 64% of those who seldom read (32 subjects) belonged to this category. The Table below indicates the frequency and duration of reading:

Table 29

Frequency of Reading and Time Allotted for Reading

Time Allotted	Frequency					Total	
	Every week	Every day	Every other day	Seldom	Never	No.	%
None					20	20	14.0
½ hour or less	7	7	6	18		38	26.0
½ hour or more	16	30	10	32		88	60.0
Total	23	37	16	50	20	146	100.0

All but 14 subjects expressed a desire for more time to read.

Those with a higher level of education read for longer periods. Sixty-six per cent of those with 5-6 years of elementary education (46 subjects) read for more than half an hour at a time. Only 1% of those with 5-6 years of education (one person) never read. The educational levels of non-readers were as follows: 28% had received 1-4 years of elementary education, 14% had participated in literacy classes and 9% had attended Koranic schools. In the following diagram and Table subjects are classified according to the amount of time devoted to reading in relation to their educational level.

Amount of Time Divided to Reading by Different Groups

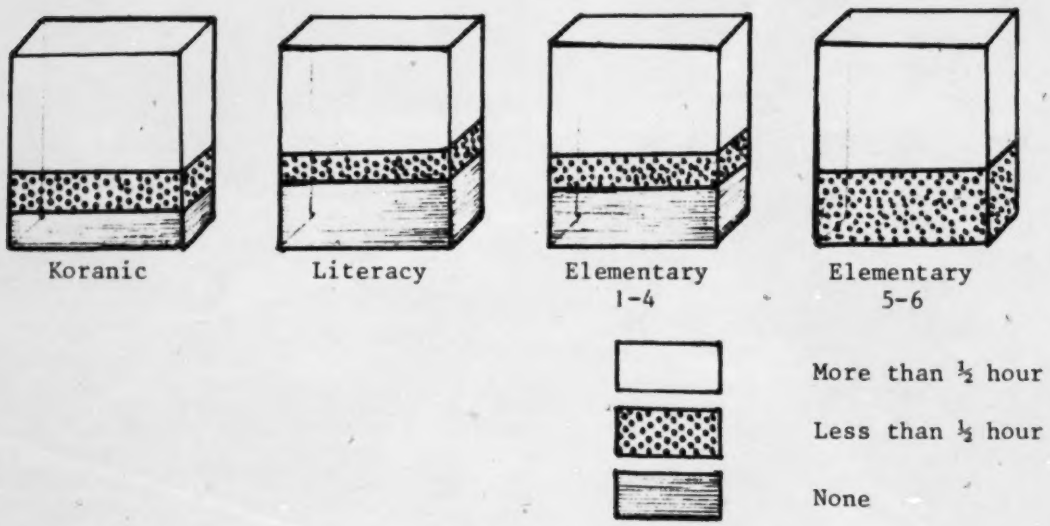


Table 30

Amount of Time Allotted for Reading in Relation to Type of Education

Time Allotted \ Education	Koranic		Literacy		Elementary 1-4		Elementary 5-6		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
None	2	9	3	14	8	28	1	1	14	13
Less than ½ hour	5	22	4	19	5	16	22	31	36	22
½ hour or more	15	65	11	52	18	56	46	66	90	60
No answer	1	4	3	14	1	3	1	1	6	5
Total	23		21		32		70		146	100

A positive relationship was found to exist between travel and the amount of time devoted to reading. Twenty-three per cent of those who had never visited a large town were non-readers, whereas only 4% of those who had travelled never read. It was noted that 75% of those who never read had never travelled to a large town either.

Table 31

Time Spent in Reading in Relation to Travel

Travel	Time Spent			Total
	None	½ hour or less	1 hour or more	
Had not travelled	12	13	28	53
Had travelled	4	23	61	88
No answer	5			5
Total	21	36	89	146

4. Place Chosen for Reading

Eighty-eight per cent of the sample read at home. Other subjects read at work or in tea houses (see below):

Table 32

Places Chosen for Reading

Place	No.	%
At home	122	88.0
At work	10	7.0
In the tea house	2	1.5
Unspecified ..	5	3.5
Total	139	100.0

5. Time Chosen for Reading

The time of day most frequently chosen for reading was the evening. Although only two villages on the Chalus Road (Asara and Gajereh) had electricity, 65% (91 subjects) said that they read in the evenings, while 25% stated that they usually read after lunch (see Table on the following page).

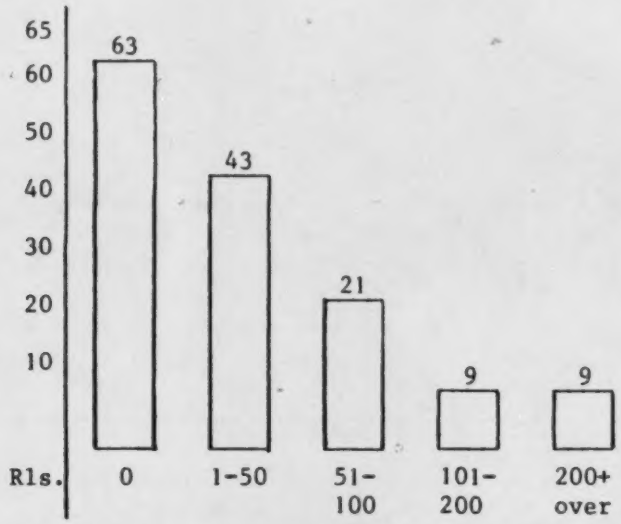
Table 33

Time Chosen for Reading

Time of Day	No.	%
Evening	91	65.0
After lunch ..	35	25.0
Morning	8	6.0
No regular time	6	4.0
Total	140	100.0

6. Money Spent on Reading

It was rare for neo- and semi-literates to spend money on reading materials, particularly in the Khorramabad villages. Sixty-three subjects (43%) had never bought reading materials; most of the others had spent no more than Rls.50 per month. The approximate amount of money spent on reading materials per month was as follows:



Subjects in the Khorramabad villages had spent less than 100 Rials per month. All subjects who claimed to have spent more than 100 Rials (13% of the sample) lived in the Karaj villages.

Nine men, aged between 20 and 40, indicated that they had spent more than 200 Rials on reading materials. Sixty-one per cent of the women and 39% of the men had never bought reading materials. In order to study the relation between level of education and the amount of money spent on materials, the sample was divided into two groups: literates, with 5-6 years of elementary education, and

semi-literates, who had received up to 4 years of elementary education, Koranic schooling or literacy training. The data obtained show that those with 5-6 years of elementary education tended to spend more (see Table below).

Table 34

Amount of Money Spent in Relation to Level of Education

Expenditure	Educational Level		Total
	Semi-Literates	Literates	
Nil	41	23	64
Rls.1-50	25	18	43
Rls.50-100 ..	5	17	22
Rls.100-200 ..	3	5	8
Rls.200 and over	2	7	9
Total	76	70	146

Those who had travelled to towns spent more on reading materials. Of 17 people who paid more than Rls.100, all except one had lived in a large town.

Table 35

Amount Paid for Materials in Relation to Travel Experience

Travel	Expenditure in Rials						Total
	Nil	1-50	50-100	100-200	200-300	300 & over	
Had not travelled	32	14	4		1		51
Had travelled ..	31	29	17	9	3	5	94
Total	63	43	21	9	4	5	146

Since the educational level of those who had travelled was no higher than that of those who had not, one may conclude that increased exposure to reading materials while in town had resulted in greater spending on materials.

As could be expected, those engaged in the provision of services had spent the most on reading materials and manual workers had spent the least.

It was found that neither purchasing second-hand books nor borrowing were common practices. Only 25 subjects (17%) had ever purchased a second-hand book, generally in a nearby town.

The majority of those who possessed reading materials had paid for them.

Only 5 of the 115 adults with books in their homes (4% of the sample) had borrowed them.

Village-wise, subjects in Asara had spent most on reading materials. In Asara, only 3 adults (19% of the target group) had never paid for materials, while the rate of nonpayment for the whole group was 43%.

It was found that those who had bought materials read more than those who had not. Most of the 18 subjects who had spent more than 100 Rials per month on reading materials also read for one hour or more at a time (see Table below).

Table 36

Relationship between Expenditure on Materials and Duration of Reading

Expenditure in Rials	Time Spent				Total
	None	½ hour or less	1 hour or more	No Answer	
Nil	15	15	30	4	64
Rls. 1- 50	1	10	31	1	43
Rls. 50-100		5	17		22
Rls.100-200		4	4		8
Rls.200-300		1	3		4
Rls.200 and over			5		5
Total	16	35	90	5	146

V. INTEREST IN READING AND PREFERENCES

1. General Interest

As stated above, subjects expressed a general interest in reading and all but four considered it a worthwhile activity. Those with greater access to reading materials spent more time and money on reading. For example, residents of Asara, where there is a library and a book stall, read more, had more materials in their homes and spent more on publications.

Of the new readers interviewed, 30% said that they preferred reading to other leisure-time pursuits such as conversation, sport, praying and making pilgrimages.

Subjects showed considerable interest in reading materials during the observation sessions. Apart from 10 adults who were obliged to leave their villages

for various reasons, all those originally interviewed attended the sessions. The more elderly were somewhat reluctant to participate but the remainder showed considerable interest in the materials on display. Participants' reactions during their 15-20 minute examination of materials were as follows:

Table 37

Reactions of Participants during Observation Sessions

Reactions	No.	%
Looked at covers	39	27.0
Skimmed through publications	60	41.0
Stopped to read certain passages	47	32.0

The reactions of participants were used to evaluate the degree of interest stimulated by exposure to reading materials. A comparatively small proportion (27%) showed little enthusiasm, merely glancing at the covers, but the rest were interested enough at least to open and skim through materials.

Subjects' reactions were also studied in relation to their age, sex and level of education. When the sample was divided into two age groups, under and over 30, it was found that the latter constituted the majority (62%, or 24 out of 39) of those who showed little interest in materials (only looked at the covers); only 18% of the under 30 age groups fell into this category (15 out of 85). On the other hand, subjects under 30 formed the majority of those who examined materials more thoroughly and expressed greater enthusiasm for them (64%, or 30 out of 47), as shown in the following Table.

Table 38

Reactions of Participants in Relation to Age

Reactions	Below 30		Over 30		Total
	No.	%	No.	%	
Looked at covers	15	38	24	62	39
Opened & skimmed through publications	40	66	20	33	60
Stopped to read certain passages	30	64	17	36	47
Total	85		61		146

In order to study the relationship between the interest shown in materials during the observation sessions and literacy level, the sample was divided into semi-literates and literates.

On examining the data, it was seen that the majority of those who merely looked at the covers (69%, or 27 out of 39) were semi-literates. On the other hand, slightly more of those who stopped to read some passages were literates (55%, or 26 out of 47). Specific data are given in the following Table:

Table 39

Reactions to Materials in Relation to Literacy Level

Reaction \ Literacy Level	Semi-Literates No.	Semi-Literates %	Literates No.	Literates %	Total
Looked at the covers	27	69	12	31	39
Opened & skimmed through publications	28	47	32	53	60
Stopped to read certain passages	21	45	26	55	47
Total	76	52	70	48	146

It seems that participants' sex least affected their reactions to reading materials during the observation sessions. An equal percentage of men and women (26%, or 31 out of 115 men and 8 out of 31 women) only glanced at the materials. A higher percentage of men opened and read publications (33%, or 39 out of 115), whereas the equivalent rate for women was 26% (8 out of 31).

Table 40

Participants' Reactions in Relation to their Sex

Reactions	Men	Women	Total
Looked at covers	31	8	39
Opened & skimmed through publications	45	15	60
Stopped to read certain passages	39	8	47
Total	115	31	146

2. Specific Preferences

Type of Material - Books were found to be the most popular type of reading material; 70% of those interviewed preferred books to magazines or newspapers.

Table 41

Type of Material Preferred

Type	No.	%
Books	110	70.0
Magazines	19	12.0
Newspapers	28	18.0
Total	157	100.0

An equal percentage (70%) of both sexes preferred books, but attitudes to other materials varied. For example, 26% of the women but only 5% of the men expressed a preference for magazines, possibly due to the popularity of two widely-distributed women's magazines which have many readers among both rural and urban Iranian women. Twenty-one per cent of the men but only 3% of the women preferred newspapers. Table 43 (on the next page) shows the type of reading material preferred by men and women according to their age group.

The only significant conclusion reached after studying the types of material preferred by different age groups was that books were most popular with all ages.

Contrary to the information received in the preliminary interviews, the 76 subjects who had access to a variety of publications during visits to towns brought and read newspapers rather than books (see Table below):

Table 42

Type of Material read when in Town

Type	Frequency	%
Books	29	24.5
Magazines	43	36.5
Newspapers	46	39.0
Total	118	100.0

Table 43

Type of Material Preferred according to Age and Sex

Type	Men						Women						GRAND TOTAL
	15-19	20-29	30-39	40-49	50 & over	Total	15-19	20-29	30-39	40-49	50 & over	Total	
Books	23	20	23	16	7	89	14	5		1	1	21	110
Magazines	5	1	3	1	1	11	4	3				7	18
Newspapers	10	4	7	5	1	27	1					1	28
Not interested			1	1		2							2
Total	38	25	34	23	9	129	19	8		1	1	29	158

The availability of different types of material would appear to have influenced participants' choices. During the preliminary interview, subjects were asked to name their favourite magazines and newspapers. As regards magazines, Etelaat Haftegi, the most widely-distributed magazine in the country, was found to be most popular. The magazine Agriculture, published by the Ministry of Agriculture ranked second, followed by a magazine produced for women and one specially prepared for rural areas, Village News, as shown below:

Table 44

Most Popular Magazines

Magazine	No.
Etelaat Haftegi (Weekly News)	53
Keshavarzi (Agriculture) ..	44
Zan-e-Ruz	29
Village News	24

Keyhan and Etelaat were the two newspapers most frequently named, followed by Rastakhiz, the national political party's paper. This is a recent publication and not all readers were familiar with it. Few subjects named either of the two newspapers published specially for semi-literates, possibly because these had not reached the villages.

Table 45

Most Popular Newspapers

Newspaper	No.
Keyhan	55
Etelaat	52
Rastakhiz	29
Ayandegan-e-Roosta ..	15
Ruz-e-Now and Zan-e-Dana	7

Participants were also asked which articles they preferred to read in magazines and newspapers respectively. Articles on the arts, sports, commentaries and advertisements were considered suitable for both, but respondents were in favour of reading stories in a magazine and news in a newspaper.

Size of Print - During the observation sessions, participants were asked to express their views on the size of print used by publishers. The majority of respondents (58%) preferred large print; the remainder attached no importance to size. When preference for large print was studied in relation to educational background, it was seen that the majority of both semi-literates and literates, including those with 5-6 years of elementary education, preferred large print (see Table below).

Table 46

Print Size Preference in Relation to Type of Education

Size of Print Preferred	Type of Education				Total
	Koranic	Literacy	Elementary 1-4	Elementary 5-6	
Ordinary	8	8	9	34	59
Large	14	11	22	36	83
Total	22	19	31	70	142

Fifty-five per cent of the women interviewed were indifferent to the size of print. The fact that most women had completed 5-6 years of elementary education may have affected their attitudes to print size, but, as mentioned above, the majority of subjects with this level of education preferred large print.

Preferred size of print was also studied in relation to age. Almost one half of those under 30 preferred large print, but the remainder were indifferent. Of those over 30, 72% preferred large print (see Table below).

Table 47

Preference for Large Print in Relation to Age

Preference	Age		Total
	Under 30	Over 30	
No	43	16	59
Yes	41	42	83
Total	84	58	142
% preferring large print	49%	72%	

Illustration - Subjects experienced considerable difficulty when asked to select the book they considered to have the best illustrations and usually had to be asked to examine the materials again. No other questions caused similar hesitation. Of those interviewed, 26 said that illustration was of little importance and 21 said they had no special preferences.

Table 48

Publications with Best Illustrations

Name	Frequency
Amir Arsalan-e-Namdar	25
Zan-e-Ruz	17
Tailoring and Literacy	11
Mullah Nasreddin ..	7

A few others were mentioned by only one or two subjects.

All illustrations in the Book "Amir Arsalan-e-Namdar", with the exception of the cover design, are in black and white. "Zan-e-Ruz" is illustrated both in colour and in black and white, but mainly in colour.

Reproduced on the next page are the cover and textual illustrations of the two publications most frequently named as having the best illustrations.

It was noticed that participants were frequently impressed by the cover illustration of a publication. The book selected as having the best illustrations

وارد شدن ارسلان و فرخ‌لقا بشهر روم ۳۳۷

گفت که حضرت خواجه نعمان کجست او را نشان دادند. عرض کرد قاصد از دولت ارسلان بن ملکشاه رومی دارم یک مرتبه غلغله در بارگاه افتاد خواجه نعمان خود را بر قدم قاصد انداخت و نامه را گرفت و بوسید نامه گلوبان وزیر را هم داد خواجه شکر خدا را بجا آورد همگی شاد شدند گلوبان وزیر فرمود نظاره خانه روند اهل شهر خوشحال شدند خواجه نعمان چند نفر از پیلامان را برداشته رفت با اسبان و تجملات تا بمصر رسیدند. بازگشته آمد حکایت زن برای خدیو مصر نقل کرد و بخانه آمد بانو را دید که لباس سیاه پوشیده از فراق زندگی گریه میکند

خواجه نعمان نامه را بدستش داد.

چشم بانو که بخط و مهر فرزندش افتاد بیهوش شد خواجه نعمان او را بهوش آورد و احوالات ارسلان را برای او عرض کرد بانو شکر خدا بجا آورده برخاست با کنیزان روانه راه قلعه تا وارد شهر روم شدند بصارم حرم آمد گلوبان وزیر هم آنچه لازمهٔ استقبال بود حاضر کرده منتظر ارسلان بودند از آنطرف شمس وزیر لشکرگاهی که لازم بود دید بعد از سه روز بخدمت ارسلان وملکه آمد و گفت تصفیت کردم حالا صبح است برخیز مرحمتی حاصل کرده بروم ملکه‌دارین مرحمتی

Cover and textual reproductions:
"Amir Arsalan-e-Namdar"

Cover and textual reproductions:
"Zan-e-Ruz"

ranked second as regards cover design (see next section).

On studying the relationship between sex and interest in illustration, women were found to have a slightly greater interest than men. Twenty-three per cent of the women and 34% of the men were indifferent towards illustration. The following Table shows interest in illustration according to sex.

Table 49

Interest in Illustration by Sex

Interest	Sex		Total
	Men	Women	
Indifferent	40	7	47
Interested	76	23	99
Total	116	30	146
% indifferent	34%	23%	

All but one of those who considered "Amir-Arsalan-e-Namdar" to be the best-illustrated book were men.

Age was found to have a comparatively greater influence on subjects' interest in illustration. Eighty-one per cent of those under thirty, compared with 49% of those over 30, were interested in illustration.

Table 50

Interest in Illustration in Relation to Age

Interest	Age		Total
	Under 30	30 & over	
Indifferent	16	31	47
Interested	69	30	99
Total	85	61	146
% interested	81%	49%	

Cover - The book most frequently named as that with the best cover was "Mulla Nasreddin" (53 subjects), followed by "Amir Arsalan-e-Namdar" (37 subjects). Third in popularity was "Agriculture and Literacy", which was chosen by eight subjects. The first two books both had colourfully-designed hard covers. The covers of the first three choices are reproduced on the following page.

First choice: Cover
"Mullah Nasreddin"

Second choice: Cover
"Amir Arsalan-e-Namdar"

Third choice: Cover
"Agriculture and Literacy"

Cover design had an important influence on participant's choice of materials. This commonly-held assumption was tested by presenting two editions of a folk-tale, "Amir Arsalan-e-Namdar", with different cover illustrations. Format and print were the same and both had hard covers. Most subjects preferred the edition with the larger cover illustration, even though the illustrations accompanying the text were very few in number and small in size. The cover illustrations of both editions are reproduced on the following page.

Content - In the personal interest questionnaire, participants were asked to express their preference regarding subject matter. At that stage, before the group had been exposed to different types of reading materials, their main interest lay in practical subjects, especially those related to their work. In all villages most of the men said that they liked to read about agriculture and the majority of the women about sewing. Religious books were second in popularity with both men and women in all villages except Asara. Other subjects frequently mentioned during the preliminary interviews were: folklore, history, biography and science fiction. The following table shows the relative popularity of different kinds of subject matter during the initial stage of the survey.

Table 51

Preferences Regarding Content during Interview

Content	Frequencies
Work-related	79
Religion	58
Folklore	51
History	33
Biography	28
Literacy	26
Science fiction	25
Love stories	17
Detective stories	9
Sports	8

During the observation sessions, when participants were exposed to specific reading materials, they again showed a strong preference for practical subjects, but their interest in religious publications was not as high as had been indicated during the interview. This fact came to light during the pilot study and subsequent inquiries revealed that since participants possessed religious books and had already read them, they wanted something new.

The publications displayed during the observation sessions were arranged in twelve sections. The most popular were: agriculture (34), tailoring (20), folklore (23), health and hygiene (14), religion (13), technical information (13) and humour (10). Only 18 subjects chose books from the other 5 sections, namely, family planning (2), animal husbandry (2), the geography of Iran (4), urban living (2) and photo-novels (3), while five subjects selected magazines and newspapers because of the stories and news included in them.

Preferences as regards subject matter were studied in relation to participants' age, sex and literacy level. Men displayed a wider range of interests in their first choices. Women had no interest in technical information and very little in folklore: 3% (1 out of 31).

Those interested in agriculture and technical information were predominantly men and those interested in sewing mainly women. Men showed a greater interest in health-related topics than women (11% of the men and 3% of the women). Although folklore was second in popularity with the men (10%, or 22 out of 115), only one woman (3% of all women) named a book from this section as her first choice. The following Table shows the topics chosen by men and women during the observation sessions.

Table 52

Preferences Regarding Content during Observation

Content	Men	Women	Total
Agriculture	33	1	34
Sewing	2	19	21
Folklore	22	1	23
Health	13	1	14
Technical information	13		13
Religion	11	2	13
Humour	8	2	10
Other	13	5	18
Total	115	31	146

On studying the relevant data it was seen that age influenced participants' choices. Those who showed an interest in folk tales were younger and those who chose religious material relatively older. Since almost all the subjects who chose materials on sewing were women, mainly below age 30, this topic is not included in the following Table.

Table 53

Preferences Regarding Content in Relation to Age

Content	Age		Total
	Under 30	30 & over	
Agriculture	15	19	35
Folklore	19	4	23
Health	8	6	14
Religion	3	10	13
Technical information	7	6	13
Humour	6	4	10
Other	13	5	18

In studying the effect of literacy level on participants' choice of content, sewing was again omitted, since it was selected mainly by women who had completed 5-6 years of elementary education.

From the Table below, it is clear that semi-literates were most interested in agriculture and religion. Those with 5-6 years of education preferred folklore (65%, or 15 out of 23) and health (71%, or 10 out of 14).

Table 54

Preferences Regarding Content in Relation to Level of Education

Content	Literacy Level		Total	% of Semi-Literates	% of Literates
	Semi-literates	Literates			
Agriculture	28	6	34	82	18
Folklore	8	15	23	35	65
Health	4	10	14	29	71
Religion	10	3	13	77	23
Technical information	7	6	13	54	46
Humour	4	6	10	40	60
Other	8	10	18	44	56
Total	69	56	125	55	45

Preferences regarding content were also studied in relation to participants' occupations. Results confirmed the information obtained during the

preliminary interviews, which indicated a preference for materials related to daily work. The majority of farmers chose agricultural publications and 70% of the women, who were primarily housewives, selected books on sewing and cooking. Miners were interested in books on technical matters. The following Table show participants' preferences in relation to their occupation:

Table 55

Preferences Regarding Content in Relation to Occupation

Occupation	Content								Total
	Agri-culture	Sewing & Cooking	Folklore	Health	Reli-gion	Tech. Inf.	Humour	Other	
Agriculture	29	1	16	8	8	7	4	5	78
Mining	2		3	2	2	5	1	4	19
Service	1		3	3	1	1	2	4	15
Labouring and Animal Husbandry	2	1						1	4
Housekeeping		19	1	1	1	2	2	2	27
Total	34	21	23	14	13	13	9	16	143

Relative Popularity of the Materials Displayed - In order to asses new readers' preferences, the observation sheets contained questions concerning the books named as the most interesting, publications participants would be willing to pay for, those they would be glad to receive free of charge and those that had proved most popular among new readers during the pilot study.

The books most frequently selected were: "Agriculture and Literacy", "Tailoring and Literacy", "Health and Literacy", "Mullah Nasreddin" (a book of jokes), "Auto Mechanics" and "Amir Arsalan-e-Namdar". Questions seeking to determine which publications seemed most interesting to the new readers produced the responses in the Table on the next page.

Table 56

Most Frequently Selected Books

Titles \ Instances	Subjects naming book as their first choice	Potential purchasers	Potential recipients	Subjects selecting book during pilot study
Agriculture & Literacy	34	41	42	71
Tailoring and Literacy	20	17	18	23
Health and Literacy	14	15	11	Not Included
Mullah Nasreddin	10	12	14	Not Included
Auto Mechanics	11	13	9	27
Amir Arsalan-e-Namdar (folk tale)	12	6	13	Not Included

As it is seen from the above Table, "Agriculture and Literacy" was the first choice in all categories. Its popularity corresponds with the preferences expressed during the preliminary interviews.

There are two probable reasons for the popularity of the first three books listed. First, and perhaps most important, their content: all three were related to the occupations and daily lives of those interviewed. Secondly, the word "literacy" in the title may have drawn the attention of new readers. These conclusions are based on subjects' statements that their interest in reading stemmed from the desire to increase their knowledge and improve their literacy skills.

Cover, size of print and format could be other factors influencing subjects' choices. The four most popular publications were all large (16 cm. x 24 cm.) and thick, with 238, 146, 162 and 159 pages respectively; most of the other publications on display were smaller and thinner. In addition, the print in all four was larger and bolder than in the others. The first three are textbooks used in the second term of Functional Literacy Programme organized by the Ministry of Education. The fourth book, which contains humorous anecdotes, was also selected as the book with best cover (see page 43). Fifth in popularity was a small 21-page booklet with large print and black and white illustrations of the different parts of a car.

APPENDIX A.1.

VILLAGE QUESTIONNAIRE

Name: Village _____ Bakhsh (Division) _____ Shahrestan (District) _____ Ostan (Province) _____

I. Socio-Economic Data

1. Population
   a. Summer _____
   b. Winter _____
   c. Transient _____
2. Number of Households
   a. Summer _____
   b. Winter _____
   c. Transient _____
3. Lanugaes & Dialects

	Language	Dialect
a. Major	_____	_____
b. Minor	_____	_____

4. Religion _____
5. Type and Percentage of Land Ownership

	Type	Percentage
a. Individual owner	_____	_____
b. Landlord	_____	_____
1. Resident	_____	_____
2. Non-resident	_____	_____
c. Government	_____	_____

6. Land Reform Yes _____ No _____
   If yes, date _____

II. Occupational Data (Main occupations and products)

Main occupations	Number of households	Main products
1. Farming	_____	_____
2. Animal husbandry	_____	_____
3. Industry	_____	_____
4. Handicrafts	_____	_____
5. Services	_____	_____

III. Accessibility

1. Distance from: Asphalt Road _____ Shahrestan Centre _____
2. Type of road connecting with the main road: _____
3. Months in which road is closed _____ _____ _____ _____

IV. Availability of printed materials

	Yes	No
1. Book stall		
a. Newspapers		
b. Village publications		
c. Magazines		
d. Easy-to-read materials		
List some of them:		
_____		
_____		
2. Library		
a. Newspapers		
b. Village publications		
c. Magazines		
d. Easy-to-read materials		
List some of them		
_____		
_____		

V. Social and service institutions

1. Date of establishment of Primary School _____

	Yes	No
2. Guidance Cycle School		
3. High School		
4. Literacy classes		
5. Library (mobile or other)		
6. Literacy Corps		
7. Extension Corps		
8. Health Corps		
9. Health clinic		
10. Village Association		
11. Youth groups		
12. Co-operatives: in this village		
in other villages		
13. Gendarmerie		
14. Tourist centre		
15. Transportation (bus service)		
16. Mosque		
17. Shrine		
18. Church		
19. Bank		
20. Moneylender		
21. Bathhouse with shower		
22. Electricity		
23. Piped water		
24. Mechanized agricultural equipment		
25. Gas station		

APPENDIX A.2

FAMILY PROFILE SHEET

Relation-snip	Name	Age	Sex		Marital Status		Education												Main Occupation	
			M.	F.	sing.	mar.	Illit.	Unable to read or write	Able to read	Able to read and write	Tradi-tional Schools	Literacy Classes	1-2	3-4	5-6	High School	Voca-tional Train-ing	Higher Educa-tion	Summer	Winter
Head																				
Wife																				
Children 15 +																				
1																				
2																				
3																				
4																				
5																				
6																				
Others 15 + 1																				
1																				
2																				
3																				
4																				
5																				
6																				

APPENDIX A.3

PERSONAL INTEREST QUESTIONNAIRE

Name: First _____ Second _____ Father's name _____

I. Education

1. At what age did you begin to study? _____
2. Where did you begin your studies?
   a. Primary school _____
   b. Literacy classes _____
   c. Others _____
3. How long did you study? Months _____ Years _____
4. (If studies not completed) What was the reasons?
   a. Economic reasons _____
   b. Health reasons _____
   c. Family reasons _____
   d. Change of residence _____
   e. Closure of school/Teacher's departure _____
   f. Failure to graduate _____
   g. Low achievement _____
   h. Other _____
5. Did you enjoy your studies? Yes _____ No _____
   Why? _____
6. Which teacher do you remember best? _____
   Why? _____
7. How long did you have your teacher? _____
   (If subject attended a literacy class questions 8 and 9 can be asked. Refer to Questionnaire no. 2)
8. Did you attend primary school before going to the literacy class?
   Yes _____ No _____
9. If yes, how much time elapsed between leaving primary school and attending literacy classes? Years _____
10. Have you attended any other classes? Yes _____ No _____
    If yes, which?
    a. Koranic _____
    b. Agricultural extension courses _____
    c. Health classes _____
    d. Livestock & poultry breeding classes _____
    e. Others (specify) _____ _____ _____ _____

II. Occupation

1. What is your main occupation?

	Main	Other
a. Summer	_____	_____
b. Winter	_____	_____

2. Can you do any other jobs? Yes _____ No _____
3. If yes, what are they? _____ _____ _____ _____
4. At what age did you start work? _____
5. What types of work have you done in the past? How long did you do each type of work?

Work	Period
_____	_____
_____	_____

6. Has any of your work involved reading? Yes _____ No _____
7. If so, how? _____
8. Do you like your present work? Yes _____ No _____

   Why?

   a. economic reasons _____
   b. personal satisfaction _____
   c. social relationships _____
   d. prestige _____
   e. opportunity to learn _____
   f. others _____

9. What kind of your work would you most like to do? _____
10. What kind of work would you like your children to do? _____

_____

III. Mobility

1. Where were you born? same village _____ other village _____
   town (name) _____
2. If not born in this village, at what age did you come here? _____
3. If born in this village, have you lived here all your life?

   Yes _____ No _____
4. Where else have you lived and for how long? What were your reasons for leaving?

Places	Duration	Reason for Moving				
		Family	Schooling	Work	Marriage	Others

5. Now that you live in this village, do you ever travel to towns or cities?

   Yes _____ No _____
6. If yes, do you read while you are there? Yes _____ No _____
7. If yes, how do you obtain materials?

   a. buy _____
   b. borrow from friends _____
   c. borrow from libraries _____
   d. stand at book stalls _____
   e. read scraps of paper from grocers _____

8. What do you read in town?

   Newspapers _____ Magazines _____ Books _____
9. Do other members of your family go to town? Yes _____ No _____
10. If yes, do they take reading material with them? Yes _____ No _____
11. If yes, what type of material? Newspapers _____ Magazines _____

    Books _____
12. Do you know how they obtain the materials?

    a. buy _____
    b. from relatives _____
    c. borrow _____
    d. I don't know _____

IV. Personal Interests

1. When do you have free time? _____

2. How do you use your free time?

   a. rest _____
   b. chat _____
   c. walk _____
   d. practice a sport _____
   e. read _____
   f. pray _____
   g. go on pilgrimages _____
   h. produce handicrafts _____
   i. others _____

3. Do you enjoy reading? Yes _____ No _____

   Why? _____

4. How often do you read?

   a. every week _____
   b. every day _____
   c. every other day _____
   d. rarely _____
   e. never _____

5. When you you usually read? _____

6. How long do you usually read at one time? _____

7. Would you like to have more time for reading? Yes _____ No _____

   If yes, how much? _____

8. What did you read last week/month?

   a. Please name some of the titles _____ _____ _____
   b. Which was the most interesting? _____
   c. Which parts did you like best? _____

9. Where do you usually read?

   a. at home _____
   b. at work _____
   c. at school _____
   d. in a library _____
   e. others (specify) _____

10. Why do you read?

    a. for entertainment _____
    b. to learn something _____
    c. to learn about work _____
    d. to learn what is going on in the world _____
    e. to learn about other places and people _____
    f. others (please sepcify) _____

11. Has anyone ever encouraged you to read? Yes _____ No _____

    If yes, who?

    a. children _____
    b. parents _____
    c. a friend _____
    d. a teacher _____
    e. a school pincipal _____
    f. a relative _____
    g. a mullah _____
    h. others (please specify) _____

12. Do you have reading materials at home? Yes _____ No _____

    If yes, please indicate type, title and ways of obtaining them.

Type	Titles	Ways of obtaining materials: Bought	Borrowed	Given
a. Magazines b. Books c. Newspapers				

13. Have you ever been to a library? Yes _____ No _____

If yes,

a. where? _____
b. why? _____
c. how frequently? _____
d. name some of the materials you have borrowed _____

---

14. Which kind of reading materials do you prefer?
(Rank the following according to reply given)

a. books _____
b. magazines _____
c. newspapers _____

15. If you could choose a book, which of the following would you select?
(Rank the following according to answers given)

	1st.	2nd.	3rd.
a. material related to work			
b. literacy material			
c. cultural themes			
d. religious themes			
e. sports			
f. love stories			
g. biographies			
h. science fiction			
i. history			
j. detective stories			
k. folklore			
l. others (please specify)			

_____
_____

16. If you could choose magazines and newspapers which one(s) would you select?

Magazines		Newspapers	
a. Etelaat Haftegi	_____	a. Ruz-e-Now	_____
b. Majale Roosta	_____	b. Ayandegan-e-Roosta	_____
c. Sepid Siah	_____	c. Ayandegan	_____
d. Zan-e Ruz	_____	d. Kayhan	_____
e. Banovan	_____	e. Etelaat	_____
f. Keshavarzi	_____	f. Sedai Mardom	_____
g. Pek-e Danesh	_____	g. Aftab-e-Shargh	_____
h. Others	_____	h. Others	_____

17. Which of the following topics would you rather read in a magazine and which in a newspaper?

Topic	Magazine	Newspaper
a. stories		
b. local events		
c. national news		
d. international news		
e. social news		
f. commentaries		
g. arts		
h. sports		
i. advertisements		

18. How much money do you spend per month on:

a. newspapers _____
b. magazines _____
c. books _____

19. Have you ever bought second-hand books? Yes _____ No _____

If yes,

a. where _____
b. name some _____ _____ _____ _____

V. Social Communication

1. Do you listen to the radio? Yes _____ No _____
2. Do you have a radio at home? Yes _____ No _____
3. Which programmes do you listen to?
   a. women's programmes _____
   b. farmers' programmes _____
   c. children's programmes _____
   d. Friday programmes _____
   e. news _____
   f. sports _____
   g. evening stories _____
   h. music _____
   i. jokes _____
   j. talks _____
   k. drama _____
   l. religious programmes _____
   m. others _____
4. What is your favourite programme? _____
5. How often do you listen to the radio? _____
6. Have you ever watched T.V.? Yes _____ No _____
7. If yes, which programmes? _____

APPENDIX A.4
LITERACY AND NUMERACY TEST

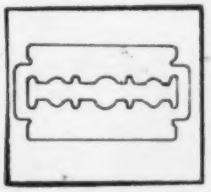
Name: _____

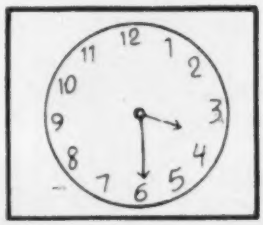
Second Name: _____

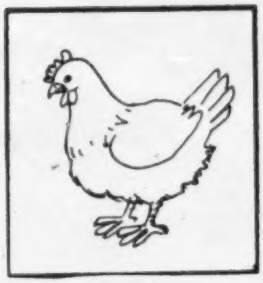
Age: _____

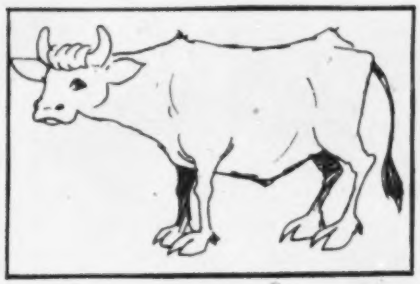
Name of Village: _____

Write one word below each picture naming what (it shows / (you see in it









Reading Comprehension

Next Wednesday the Village Association will meet in the Kadkhoda's house. They will talk about the road.

Answer the following questions:

1. When will the Village Association meet?

2. Where will the Village Association meet?

3. What will they discuss?

Do the following sums:

8 + 6	25 + 30	148 + 43	9 − 4	50 − 40

APPENDIX A.5a

OBSERVATION SHEET

1. Did he listen carefully to the instructions?

   Yes _____ No _____

2. Did he start as instructed?

   Yes _____ No _____

3. Where did he start?

   _____

4. Did he pick up any material and carry it around?

   Yes _____ No _____

5. If yes, did he put it back in its proper place?

   Yes _____ No _____

6. How much attention did he pay to the materials whilst examing them?

   a. looked only at covers _____
   b. opened and skimmed through pages at random _____
   c. stopped to read certain parts _____
   d. did not touch any material _____

7. Which section did he study most attentively?

   a. cooking and sewing _____
   b. folklore _____
   c. technical information _____
   d. Iran _____
   e. health and hygiene _____
   f. family planning _____
   g. humour _____
   h. photo novel _____
   i. animal husbandry _____
   j. religion _____
   k. farming _____
   l. easy-to-read newspapers _____
   m. daily newspapers _____
   n. easy-to-read magazines _____
   o. weekly magazines _____

8. Which book did he look at longest?

   _____

APPENDIX A.5b

INTERVIEW SHEET
(Observation Session)

Name _____
Family Name _____
Father's Name _____
Age _____

1. Which books do you like best? (Mention 2 in order of preference)
   a. _____
   b. _____

2. Why do you like these books?
   a. _____
   b. _____

3. If you were to buy one of these books, which one would you select?
   _____

4. Which one has the best illustrations?
   _____

5. Which one has the best cover?
   _____

6. Do you prefer large print or is size of print unimportant to you?
   _____

7. If you were to be given a book free of charge, which one would you most like to receive?
   _____
   Why? _____
   _____
   _____

APPENDIX B

LIST OF BOOKS EXHIBITED DURING THE OBSERVATION SESSION

1. Cooking and Sewing		
	Iranain Dishes	1.1
	Pastry Cooking	1.2
	Tailoring and Literacy	1.3
	Knitting and Sewing	1.4
2. Folklore		
	Rostam in the Seven Houses, from Ferdowsi's Book of Kings	2.1
	Rostam and Sohrab	2.2
	Esfandiar in the Seven Houses	2.3
	Amir Arsalan-e-Namdar	2.4
	Hosseine Kade Shabastani	2.5
3. Technical Information		
	Radio and Radio Maintenance	3.1
	Wiring and Electricity	3.2
	Auto Mechanics	3.3
4. Iran		
	Iran - Our Land	4.1
	The Shah and the People	4.2
	The South of Iran	4.3
5. Health and Hygiene		
	Health and Literacy	5.1
	Health and Happiness	5.2
	The Bathing of Children	5.3
6. Family Planning		
	Fewer Children and a Better Life	6.1
	Marriage and Living	6.2
	Family Planning for Men	6.3
7. Humour		
	Mullah Nasreddin	7.1
8. Photo novels		
	A Novel	8.1
9. Animal Husbandry		
	Poultry	9.1
	How to Have a Healthy Cow?	9.2
	Castrating Cows and Sheep	9.3
10. Religion		
	Principles of Islam	10.1
	The Blessed Fatemeh	10.2
	Adam and Eve	10.3
	Noah	10.4
	Jesus and Others	10.5

11. Agriculture		
	Agriculture and Literacy	11.1
	Growing Vegetables	11.2
12. Urban Life		
	Living in Town	12.1
13. Easy-to-Read Newspapers		
	Ruz-e Now	13.1
	Zan-e Dana	13.2
	Ayandegan-e Rasta	13.3
14. Easy-to-Read Magazines		
	Peik	14.1
	Roosta	14.2
15. Daily Newspapers		
	Kayhan	15.1
	Etelaat	15.2
	Other	15.3
16. Weekly Magazines		
	Zan-e Ruz	16.1
	Etelaat Haftegi	16.2
	Youth	16.3
	Other	16.4